THE HAYLING COLLEGE

Integrated Climate & Sustainability Action Plan 2026-27

Staff Action Plan • September 2026

One plan bringing together the College climate action plan, Climate Ambassadors support, Active Travel Ambassadors/Modeshift STARS, Young Green Briton Challenge, biodiversity, curriculum, operations and pupil leadership.

1. Purpose and 2026-27 priorities

This plan consolidates the College's existing climate commitments and the practical programmes already underway or available to us. It is designed for staff use: each action has a lead, timing and evidence of success, with termly review rather than a separate plan for every initiative. For 2026–27 this includes the College's established Clean Classroom Air strategy, which links environmental quality, attendance, inclusion, wellbeing and climate resilience.

Priority themes: leadership and tracking; clean air, healthy learning and climate resilience; carbon/energy and estate resilience; waste/procurement/digital; biodiversity/food; active travel; climate education/green skills; pupil leadership and community partnerships.

Where we are now – established strengths

- Clean Classroom Air: 38 HEPA filtration units were introduced across classrooms. Published College figures give an annual rental, servicing and maintenance cost of £9,985 – approximately £263 per classroom per year, £1.40 per classroom per school day and just over 5p per pupil per day.
- Comparable autumn-term illness-related absence fell from 4.3% in 2022–23 to 4.1% in 2023–24 and 3.4% in 2024–25. The College has reported this as a 0.9 percentage-point / 21% reduction and more than 4,500 additional pupil-days in school each autumn term. These figures are College-reported associations and should continue to be monitored rather than treated as proof of causation.
- The clean-air approach is embedded within the College's attendance strategy, with particular relevance to inclusion and pupils with SEND, SEMH and FSM.
- Modeshift STARS: the College holds Approved Travel Plan accreditation from 1 August 2026 to 31 July 2027 and is building on this through the Active Travel Ambassador programme.

Immediate autumn term actions

- Maintain the Clean Classroom Air programme; review HEPA coverage/servicing, strengthen ventilation and environmental monitoring, and establish a 2026–27 indoor-air/temperature evidence set alongside attendance data.
- Confirm Sustainability Lead/working group and complete the Climate Action Tracker; retain responses to evidence progress over time.
- Request a Climate Ambassador 'critical friend' to review this plan and support priority actions.
- Calculate/establish the College carbon footprint and 2025-26 electricity, gas and water baseline.
- Launch the Active Travel Ambassador programme with School Champion Martyn Reah; recruit 6-12 pupils and complete the travel survey/site audit.
- Prepare autumn/winter energy-saving activity and a Christmas power-down approach.
- Use Green Careers Week (2-6 November 2026) as a focal point for climate education/green-career activity.
- Progress biodiversity baseline work, including consideration of the National Education Nature Park grassland survey.

2. Integrated action plan

Workstream	Action	Lead	Timing	Evidence / success measure	Pillar
Leadership & tracking	Complete Climate Action Tracker and repeat termly; save each return to compare progress.	Business Manager / Sustainability Lead	Autumn, spring, summer	Three tracker returns/records; priorities updated from findings.	All four pillars
Leadership & tracking	Request a Climate Ambassador 'critical friend' and use check-ins to review plan delivery.	Sustainability Lead / Business Manager	Autumn 2026; ongoing	Ambassador connection made; review notes/actions captured.	All four pillars
Staff ownership	Confirm Green Team/sustainability working group, pupil representation and at least three staff champions; deliver concise staff briefing.	SLT / Sustainability Lead	Oct 2026	Named membership; briefing attendance; termly meetings/actions.	Climate education & green skills
Carbon, energy & estate	Calculate/establish carbon footprint and 2025-26 energy/water baseline; monitor monthly.	Business Manager / Site Manager	Oct 2026; monthly	Baseline and dashboard; material variances investigated.	Decarbonisation & net zero
Carbon, energy & estate	Estate sustainability/resilience review: heating, lighting, controls, draughts/insulation, water, overheating, drainage/flood risk and renewables opportunities.	Site Manager / Business Manager	Nov 2026	Prioritised quick wins, maintenance and capital schedule.	Decarbonisation; adaptation & resilience
Carbon, energy & estate	Run behaviour-change energy campaign and holiday power-down; implement agreed low/no-cost actions.	Site / IT / pupils / all staff	Autumn-winter 2026	Campaign delivered; shutdown checklist; consumption reviewed against baseline.	Decarbonisation & net zero
Procurement, waste & digital	Embed sustainability check in purchasing: need, reuse/repair, whole-life value, energy efficiency, packaging and supplier credentials.	Business Manager	Oct 2026	Checklist used on relevant purchases; examples retained.	Decarbonisation & net zero
Procurement, waste & digital	Audit waste/bin provision; standardise recycling signage; measure food/residual waste where practicable; strengthen device reuse and e-waste arrangements.	Site / Catering / IT	Nov 2026-Jan 2027	Baseline and consistent systems; termly waste/digital reuse evidence.	Decarbonisation & resilience
Biodiversity & nature	Map habitats/opportunities and consider National Education Nature Park grassland survey; plan native planting, reduced mowing, habitat features, food growing/composting.	Site / Grounds / Sustainability Lead	Jan 2027	Baseline/map; at least two visible improvements by July 2027.	Biodiversity & nature
Food	Measure/review food waste and use pupil feedback to improve sustainable food choices.	Catering / pupil leaders	Termly	Food-waste measure; at least one menu/service improvement.	Decarbonisation; climate education
Active travel - ATA	Deliver free Modeshift ATA programme: recruit 6-12 pupils; travel survey/site audit; research; campaign design; pitch/presentation; promotion; delivery and evaluation.	Martyn Reah (School Champion) / ATA Coordinator	Nov 2026-Jul 2027	Six-session programme/self-led tasks completed; pre/post travel data; pupil campaign evaluated.	Decarbonisation; climate education
Active travel - STARS	Use ATA/travel survey evidence to develop the School Travel Plan and work towards Modeshift STARS Good accreditation; attend Campaign Junction if scheduled/available.	Martyn Reah / Site / pupil ATAs	2026-27	Travel Plan evidence uploaded; accreditation outcome; Campaign Junction participation/funding if secured.	Decarbonisation & net zero
Climate education & careers	Map climate/sustainability/green-skills learning and use Green Careers Week 2-6 Nov 2026 for an assembly, workshop or ambassador input.	Curriculum Lead / Careers Lead / HoDs	Nov 2026-Jan 2027	Green Careers activity delivered; curriculum map completed; relevant enhancements identified.	Climate education & green skills
Pupil leadership	Use Green Team/Pupil Climate Council and ATA team to give pupils structured responsibility for real projects, data, campaigns and presentations.	Sustainability / Pupil Engagement	Ongoing	Representation across year groups; at least two pupil-led projects; pupil presentations.	Climate education & green skills
Young Green Briton Challenge	Capture/evaluate the 2025-26 Year 8 YGBC work led by Gillian Jackman: launch/explore, YGBC design workshop, 'Make it happen' project work (£200 budget), Eco Dragon's Den/regional pathway. Use learning to decide 2026-27 continuation.	Gillian Jackman / Curriculum Lead	Review by Dec 2026	2025-26 outcomes/evidence recorded; decision on repeat/extension and any curriculum/HPQ opportunity.	Climate education & green skills

Workstream	Action	Lead	Timing	Evidence / success measure	Pillar
Partnerships & funding	Use Climate Ambassadors, Sustainability Support for Education and relevant partners; assess suitable grants (e.g. Royal Society/Tomorrow's Climate Scientists, South Downs Outdoor Learning, Woodland Trust trees, Linnean Society local nature).	Sustainability Lead / Business Manager / Careers	Termly	At least three active partnerships; funding applications recorded where suitable.	All four pillars
Annual review	Publish concise annual update with action status, performance data, pupil/staff activity, learning and 2027-28 priorities.	Business Manager / Sustainability Lead	Jul 2027	Annual review shared with staff/SLT/governance.	All four pillars
Clean air, healthy learning & resilience	Maintain the classroom HEPA filtration programme and planned servicing; review coverage as rooms/use change and record any additional units or replacements.	Business Manager / Site Manager	Ongoing; termly review	Filtration provision maintained; service/maintenance record; annual cost and coverage reviewed for value and need.	Adaptation & resilience
Clean air, healthy learning & resilience	Strengthen indoor environmental monitoring: use available CO_2, temperature and other appropriate indoor-air measures to identify ventilation/overheating issues and target practical interventions.	Site Manager / Business Manager	Baseline autumn 2026; termly	Monitoring approach agreed; problem rooms/actions logged; evidence informs ventilation, shading, heating and estate decisions.	Adaptation & resilience
Clean air, attendance & inclusion	Continue comparable illness-related absence monitoring and review alongside clean-air/attendance actions, including relevant SEND, SEMH and FSM attendance patterns.	Headteacher / Attendance Lead / Business Manager	Termly; annual comparison	Same-period illness-absence trend reported; attendance/inclusion evidence reviewed without attributing causation beyond the available evidence.	Adaptation & resilience
Heat resilience	Build on summer heat-management practice: early-morning purge ventilation where appropriate, temperature monitoring, room moves, fans and evaluation of reflective film/external shading options.	Site Manager / SLT	Before summer 2027	Heat-response protocol documented; hottest rooms identified; feasible shading/ventilation actions costed and prioritised.	Adaptation & resilience
Clean-air partnerships & learning	Share the College's clean-air learning with relevant partners and explore pupil/staff education linking indoor air, health, attendance, sustainability and building performance.	Headteacher / Sustainability Lead	2026–27	At least one knowledge-sharing/learning activity; clean air represented within wider Sustainable School Strategy communications.	Climate education & green skills

3. Key programme calendar

When	Planned activity
Sep-Oct 2026	Climate Action Tracker; request critical friend; staff/Green Team structure; carbon/utility baseline; procurement check.
2-6 Nov 2026	Green Careers Week - use for assembly/workshop/green-career activity.
Nov 2026	ATA Session 1: welcome; questionnaires/site audit; pupils begin travel data collection. Waste/estate audits.
Dec 2026	ATA Session 2: campaign research; review/capture 2025-26 Young Green Briton Challenge outcomes.
Dec 2026-Jan 2027	ATA Session 3: plan campaign; self-led pitch and campaign materials.
Jan-Feb 2027	ATA Session 4: pitch preparation/presentation skills; biodiversity baseline/action plan.
Feb-Apr 2027	Campaign Junction window noted in College ATA planning; pupil teams may pitch for campaign funding (programme notes indicate c. £200-£250 per school).
Apr-Jun 2027	ATA Session 5 and campaign launch/delivery; collect follow-up travel data.
Jun-Jul 2027	ATA Session 6: evaluate campaign; review STARS/Travel Plan evidence; annual climate action review.

4. Monitoring dashboard

Area	Measure	Review
Climate governance	Tracker completed; Green Team meetings; critical-friend actions	Termly
Carbon/energy/water	Footprint/baseline plus monthly consumption and variance commentary	Monthly / termly
Waste/procurement/digital	Waste measures; sustainable purchasing examples; print/device reuse/e-waste	Termly
Biodiversity	Baseline/map and completed habitat actions	Termly
Active travel	Travel survey modal split; campaign outputs; pre/post results; STARS progress	At baseline and post-campaign
Curriculum/green careers	Curriculum map; Green Careers Week; external inputs	Termly
Pupil leadership	Projects, presentations, participation and evaluation	Termly
Partnerships/funding	Active partners and suitable applications/resources secured	Termly
Clean air / attendance	HEPA coverage/servicing; indoor environment issues/actions; comparable illness-related absence trend	Termly / annual
Heat resilience	Temperature/overheating issues; mitigations and capital priorities	Summer / annual

5. Staff responsibilities

- All staff: support agreed energy, waste, printing and travel behaviours and encourage pupil-led activity.
- Curriculum staff: identify authentic curriculum/green-skills links rather than adding tokenistic content.

- Operational teams: retain simple evidence (data, invoices, audit findings, photos/records of completed actions) for termly review.
- Project leads: flag timetable, budget, safeguarding, transport or communications requirements early so pupil projects can be delivered effectively.
- Business Manager/Sustainability Lead: keep this as the single live action plan and report progress termly.

6. Source and status notes

This integrated plan is based on the College's existing Climate Action Plan, the 2026 Climate Ambassadors updates, the Hayling College Active Travel Ambassador inception/planner, Modeshift ATA programme material, the George Abbot active-travel case study, the Young Green Briton Challenge emails supplied in this conversation, the College's Modeshift STARS Approved Travel Plan certificate, and public posts by Martyn Reah describing The Hayling College Clean Classroom Air strategy and summer heat-resilience work.

The Young Green Briton Challenge information supplied relates to the 2025-26 programme, so it is recorded as prior-year work to review and build on; no 2026-27 YGBC dates have been assumed. ATA dates shown are the approximate windows in the Hayling College planner and should be confirmed with the ATA Coordinator.

Clean-air evidence note. The absence and cost figures in this plan are College-reported figures published by Martyn Reah. The downward illness-absence trend is recorded as an observed association during the period of the clean-air programme; the plan does not claim that filtration alone caused the change.